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ABSTRACT

The environment in which education operates is changing, and information about major environmental changes and educational developments is an important tool for planning and decisionmaking. Presented within this document, which was prepared by the Planning Section of the Planning and Policy Secretariat of Alberta, are educational trends in the areas of student enrollment, student programs/courses, student achievement, teachers, educational finance, and public policy changes, and public opinion. Some highlights of the current education-related trends in Alberta include: (1) an increase in private school enrollment and in the number of private schools; (2) the enhancement of equitable access to educational programs and courses by students living in rural communities and in remote areas of the province; (3) a decline in the dropout rate and an increase in the high school completion rate; (4) more teachers in the labor force than the number of teaching positions available; and (5) an increase in educational expenditures. The format of this document was designed to encourage users to note--in the course of planning--the potential implications a particular trend or trends may have on his or her operation. A glossary of terms is also provided. (KM)

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Education in Alberta:

Some Major Educational Trends

Alberta Education
Planning and Policy Secretariat
June 1988 (Revised May, 1989)

Legend

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The following abbreviations are used in this document:

ABS - Alberta Bureau of Statistics

ACS - Alberta Correspondence School

AIDS - Acquired Immune Deficiency Syndrome

ATA - Alberta Teachers' Association

ASTA - Alberta School Trustees' Association

ECS - Early Childhood Services

ESL - English as a Second Language

FTE - Full-Time Equivalent

PTR - Pupil - Teacher Ratio

SFPF - School Foundation Program Fund

Preface

In this document, educational trends in the areas of Student Enrollment, Student Programs/ Courses, Student Achievement, Teachers, Educational Finance, and Public Policy Changes and Public Opinion are presented. The companion document, *Education in Alberta: Some Major Societal Trends*, presents trends in the areas of Demographics, Family and Society, Alberta's Youth, Labour Force, Advances in Science and Technology, and the Canadian Charter of Rights and Freedoms.

Both documents provide timely planning information for educators. The environment in which education operates is changing rapidly, and information about major environmental changes and educational developments is an important tool for planning and decision making.

Both documents have been formatted to encourage users to note, in the course of planning, the potential implications a particular trend or trends may have on his or her operation. We realize that there will be different implications for different users.

In the future, we will be contacting all recipients of these documents to find out whether the information has been of use in planning for the future. Meanwhile, if you have any questions, inquiries about assistance in interpreting these trends, or suggestions for improving future editions please contact:

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HIGHLIGHTS

- Increase in Grade 1-12 enrollments in public and separate schools, especially in the junior and senior high levels.
- Decline in ECS enrollments.
- Increase in private school enrollments and the number of private schools.
- Increase in Alberta Correspondence School enrollments.
- Increase in urban school enrollments and decrease in rural school enrollments.
- More students returning to Grade 12 either to complete or to upgrade their academic qualifications.

1.1 Alberta's Public and Separate Schools Enrollments

TRENDS

Grade 1-12 enrollment in Alberta's public and separate schools is expected to increase. Junior and senior high school enrollments will have the highest level of increase.

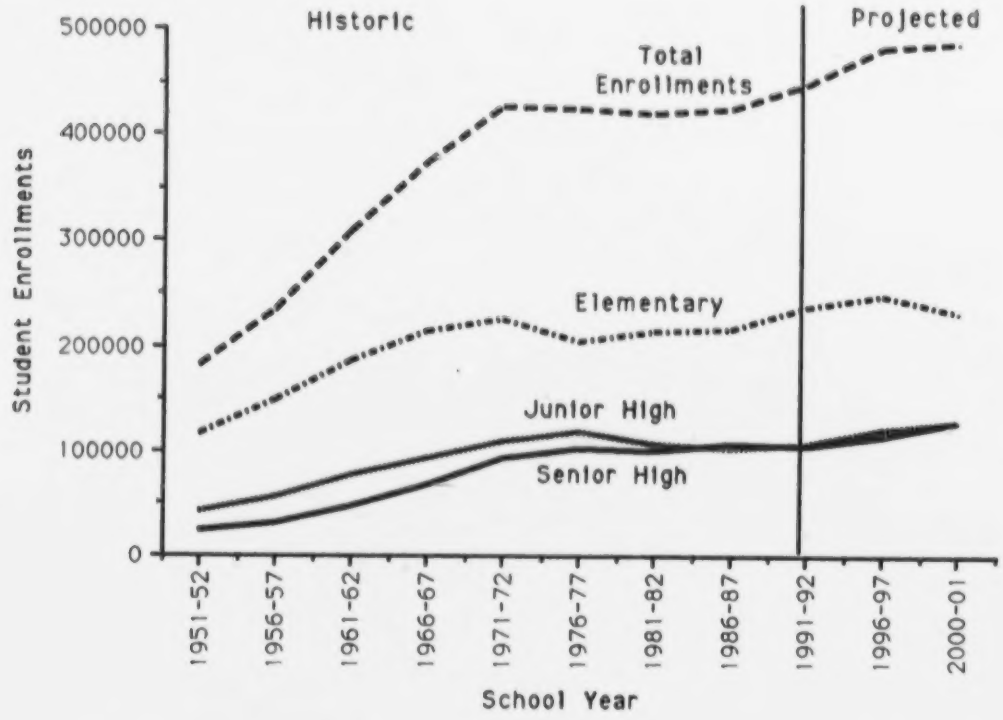
Total student enrollments in Alberta's public/separate school systems rose steadily through the 1950s and 1960s. From a total enrollment of 173,969 students in 1950/51, enrollment reached a peak of 425,468 students in 1971/72. Since then, total enrollment has declined slightly, fluctuating to a low of 415,595 students in 1979/80, a decline of 2.3% from the 1971/72 peak. More recently, enrollment has begun to increase moderately, and as of September 1988, there were 431,287 students enrolled in public/separate elementary and secondary schools in Alberta. Of this total, 52% (223,252) were enrolled in elementary schools; nearly 24% (102,128) in junior high schools; and just over 24% (105,432) in senior high schools.

Between 1988/89 and 2000/2001 (based on a medium population growth), total enrollment is projected to increase from 431,287 students to 486,447 students, a net increase of 55,160 students or 13%. Elementary enrollment will show a net increase of 9,366 students, or 4%. Junior high enrollment will show a net increase of 24,539 students, or 24%, and senior high enrollment, a net increase of 21,730 students, or 21%.

Although birth rates are expected to remain stable into the 1990s, the actual number of births is expected to increase moderately. This will result in modest increases in the number of children at the elementary and junior high levels. The trend that increasing numbers of high school students take more than three years to complete and graduates or adults returning to Grade 12 to complete courses for higher grades or upgrading will substantially increase the senior high enrollments in Alberta. As well, the annual flow of immigrants to Alberta will have an impact on future student enrollment.

NOTES/POTENTIAL IMPLICATIONS

Figure 1.1
Actual and Projected Enrollments in Grades 1-12 (Public and Separate), 1951/52-2000/01



Note: Projections are based on medium population growth scenario.

Source: Alberta Education

1.2 Early Childhood Services (ECS) Enrollments

TRENDS

Total ECS enrollment (public/separate/private) is projected to increase moderately by 1991/92, but decline steadily thereafter. However, growth in ECS enrollment will primarily occur in publicly-operated ECS programs.

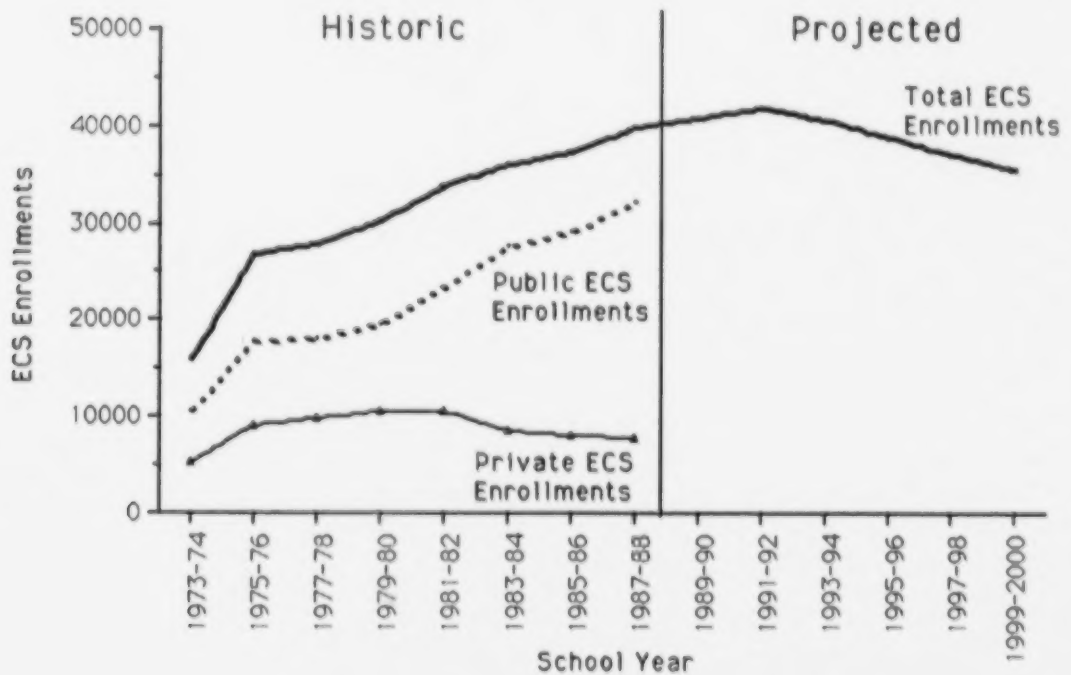
From 1973/74 to 1987/88, the number of young children enrolled in public/separate/private ECS programs rose from 15,983 to 39,868, an increase of 149% over the 14-year period, or an average annual rate of 6.75%. While enrollment in the public/separate school system programs increased steadily from 10,661 in 1973/74 to 32,059 in 1987/88 (or 8.25% per year), enrollment in the privately operated programs declined from a peak of 10,624 children in 1981/82 to 7,809 in 1987/88.

The 3 to 5 year old population in Alberta, which has been increasing since the early 1970s, is expected to continue to increase moderately until 1991, but decline steadily thereafter.

Total ECS enrollment (based on a medium population growth) is projected to increase from 39,868 in 1987/88 to 41,898 in 1991/92, a 5% increase, but decline steadily to 35,241 by 2000/2001, or a 16% decrease.

NOTES/POTENTIAL IMPLICATIONS

Figure 1.2
Actual and Projected Early Childhood Services Enrollments (Public/Separate/Private), 1973/74-1999/2000



Note: Projections are based on medium population growth scenario.
Projections include public/separate/private ECS enrollments.

Source: Alberta Education

1.3 Private Schools Enrollments

TRENDS

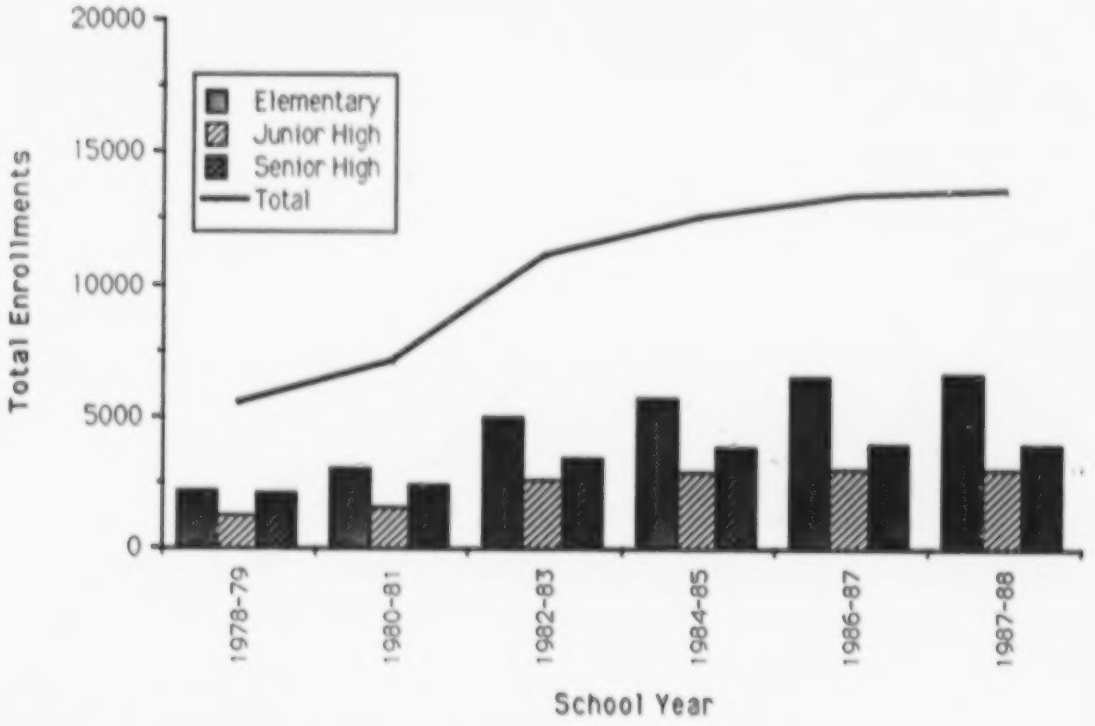
In the last ten years, private school enrollments (excluding category three private schools) as a percentage of total Alberta student enrollments have increased from 1.3% in 1978/79 to 3.1% in 1987/88.
Between 1978/79 and 1987/88, total private school enrollment grew from 5,508 students to 13,542 students, an increase of 146%. Category 1 private schools accounted for over 80% of the total private school enrollment. It is expected that private school enrollment may continue to increase moderately as some parents continue to select private schools as an alternative to the public school system.

While there have been fluctuations in the enrollment patterns of the junior and senior high grades, enrollment grew steadily and faster in the elementary grades.
The number of elementary students in private schools rose from 2,218 in 1978/79 to 6,671 in 1987/88. After reaching a peak of 3,035 students in 1985/86, junior high enrollment declined slightly to 2,966 in 1987/88. Similarly, after reaching a peak of 3,989 students in 1985/86, senior high enrollment declined slightly to 3,898 students in 1986/87 and 3,905 students in 1987/88.

There has also been an increase in the number of private schools.
Between 1978/79 and 1987/88, the number of private schools increased from 77 to 168.

NOTES/POTENTIAL IMPLICATIONS

Figure 1.3
Private School Enrollments*
(Grades 1-12),
1978/79-1987/88



Note: *Excludes Lloydminster and Category 3 Private Schools

Source: Alberta Education

1.4 Alberta Correspondence School (ACS) Enrollments

TRENDS

There have been significant increases in the number of student and course registrations at the Alberta Correspondence School.
Overall, between 1969/70 and 1987/88, student registrations increased from 18,441 to 30,699, an average increase of 3.7% per year.

The largest increase in student registrations has been at the senior high level. Senior high registrations, which account for over 90% of total registrations, rose from 17,323 in 1969/70 to 28,625 in 1987/88; and junior high registrations rose from 774 to 1,657 during the same period. Registrations in the elementary grades fell from a high of 344 in 1969/70 to 134 in 1981/82, but rose again to 413 in 1987/88.

In the last five years, course registrations at the Alberta Correspondence School increased by 20%.
Course registrations increased from 41,908 in 1982/83 to 50,186 in 1986/87, and then decreased to 43,855 in 1987/88. About 42% of all ACS course registrations are students taking courses while enrolled in school. The majority of these students are enrolled in high schools throughout the province and are taking courses that may not be available locally. The remaining 58% of course registrations are non-school or adult students who are either upgrading their existing knowledge and skills or are completing basic education.

NOTES/POTENTIAL IMPLICATIONS

Figure 1.4a
Total Student Registrations in the Alberta Correspondence School, 1969/70-1987/88

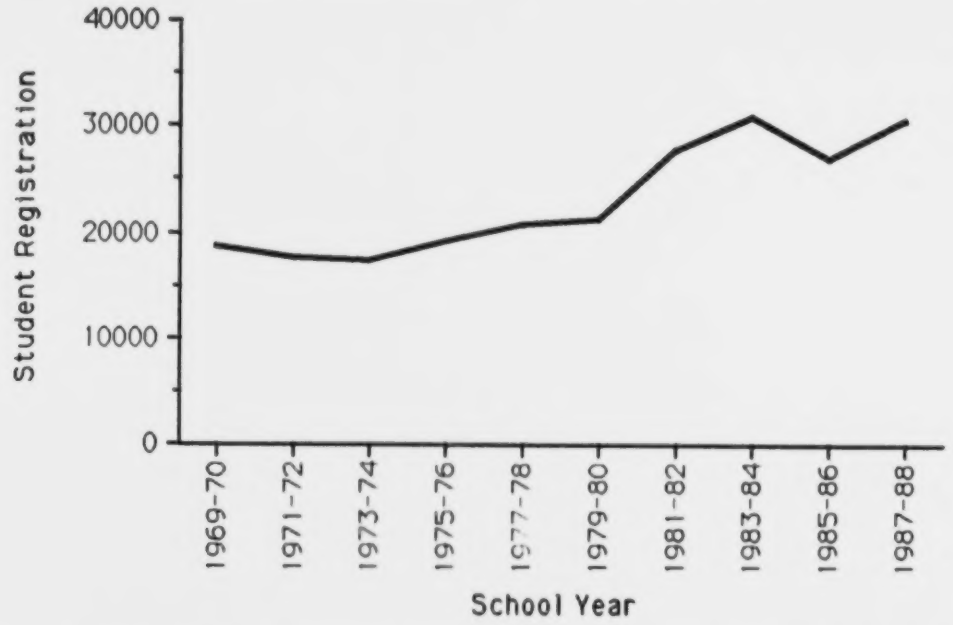
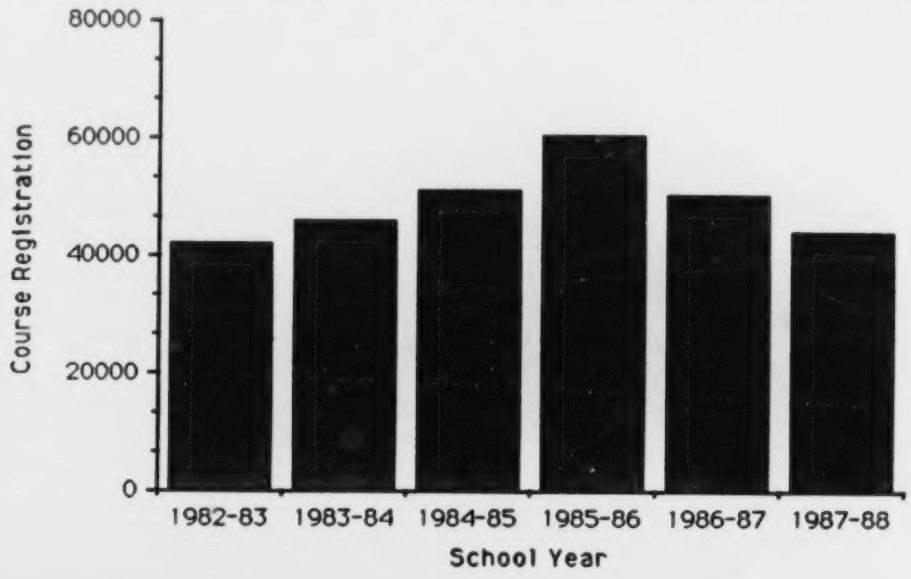


Figure 1.4b
Total Course Registrations in the Alberta Correspondence School, 1969/70-1987/88



Sources: Alberta Correspondence School

1.5 Rural-Urban Student Enrollments

TRENDS

Changes in the rural-urban distribution of the Alberta population, as well as declining birth rates, have resulted in student enrollment declines in Alberta's rural schools.

In the last 30 years, Alberta has experienced a significant shift in rural-urban population distribution. Traditionally a rural based province, Alberta now has a larger urban population than ever before. The rural population decline is expected to continue into the next century, even though the total provincial population is expected to increase. In 1951, 48% of Albertans lived in rural areas; by 1986, 79.4% were living in urban areas. It is expected that by 2001, 86.2% of Alberta's population will reside in urban areas.

While in absolute numbers the rural population has been fairly stable, declining birth rates and large urban settlements have affected student enrollment in rural schools.

Over the 50 year period from 1951 to 2001, the rural population will be fairly stable and is expected to decline by only 70,000. It is the tremendous growth in the large urban centres that is responsible for the change in the rural-urban ratio. Even if the rural population maintained its highest level to 2001, it would decline as a proportion of Alberta's total population because of the province's overall urban population growth.

During the period from 1970 through 1986, enrollment in a sample of rural school jurisdictions declined. The average decline in rural school jurisdictions was of 25%.

Declines in these rural school jurisdictions ranged from 6% to 43%.

NOTES/POTENTIAL IMPLICATIONS

Figure 1.5a
Total Enrollment (Grades 1-12) in Selected Alberta Rural School Districts, 1970/71-1986/87

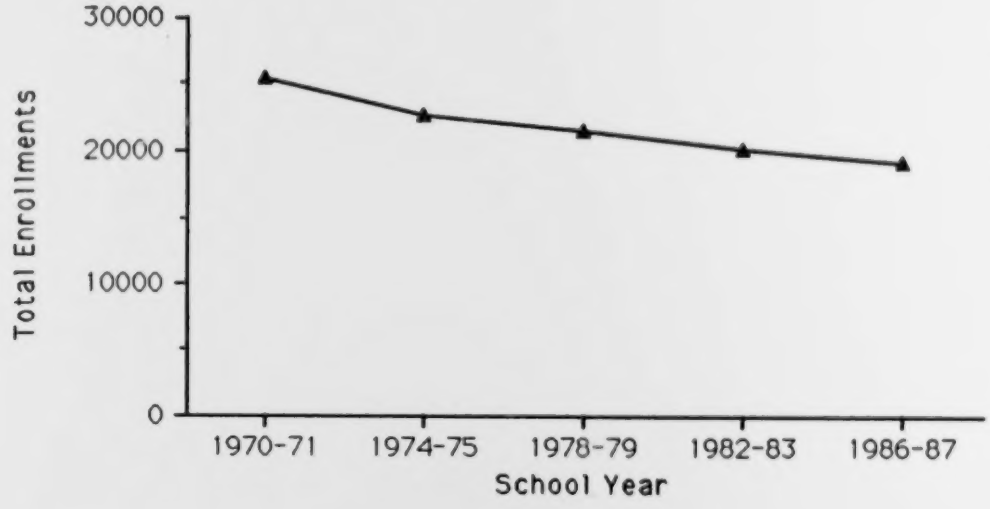
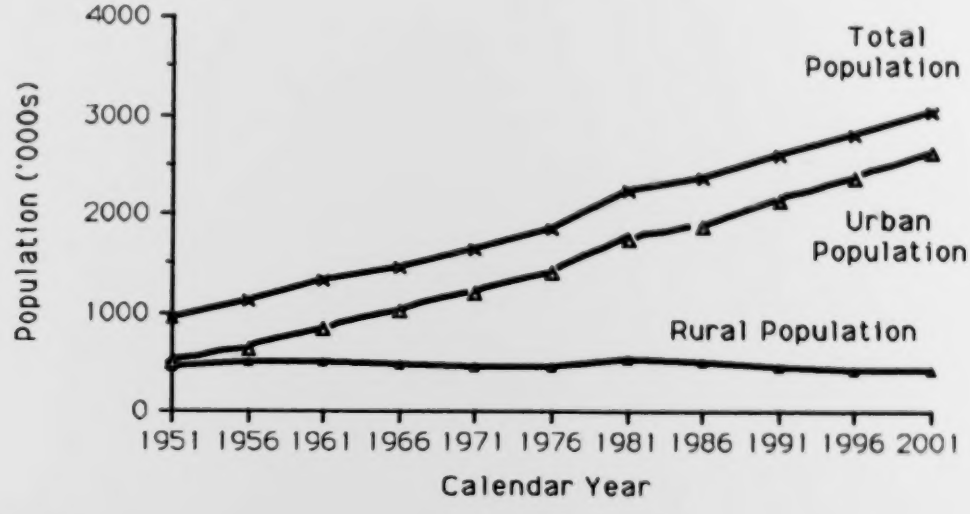


Figure 1.5b
Rural-Urban Population Distribution, Alberta, 1951-2001



Sources: Alberta Education; Alberta Bureau of Statistics; Statistics Canada

1.6 Returning/Older Students

TRENDS

In recent years, the number of students returning to Grade 12 to complete or upgrade their academic qualifications has increased significantly, even though the 17-18 year old population is decreasing. As a result, there are more older students receiving high school diplomas from Alberta's schools than ever before.

Enrollment in Grade 12 increased from 31,681 in 1977/78 to 37,646 in 1987/88, an increase of 19% . The percentage of all high school diplomas awarded each year to students 18 years and over increased from 12.3% in 1977/78 to 28.1% in 1987/88.

This phenomenon can be attributed to three main factors:

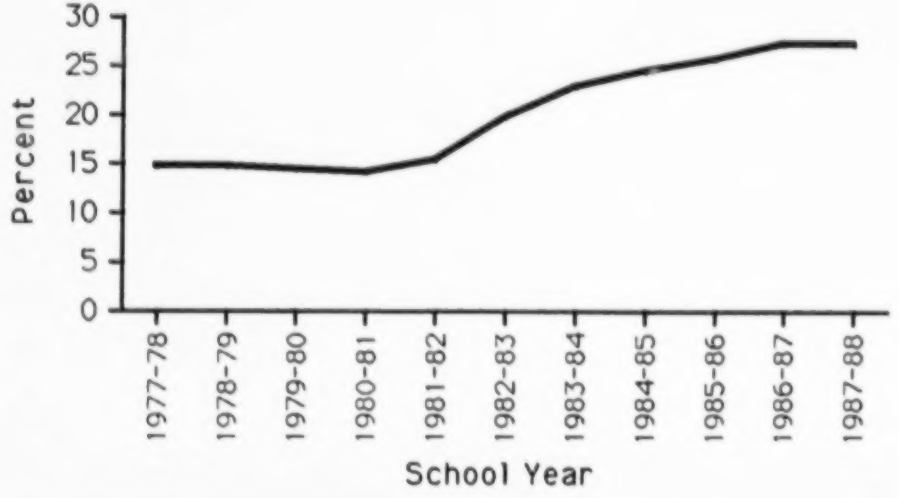
- **More students are taking longer than three years to complete senior high school.** In 1977, Grade 12 enrollment was approximately 1,400 students less than the previous year's Grade 11 enrollment. Over the past four years, Grade 12 enrollment has exceeded the previous year's Grade 11 enrollment by approximately 5,000 students.
- **The slowdown in Alberta's economy has resulted in a more competitive job market and high youth unemployment.** Consequently, former dropouts, many of them older, are returning to complete or upgrade their academic credentials in order to improve their career opportunites or gain entrance to post-secondary institutions. Unemployment among Albertans between the ages of 15-19 has risen from 10.4% in January 1979, to 17.3% in January 1988. The percentage of Grade 12 students older than 17 as of September 30th, has increased from 14.6% in 1977/78 to 27.2% in 1987/88.
- **Students who might have left to obtain employment in better economic times are staying to graduate.** The percentage of 14-18 year old Albertans in school increased from 68.7% in 1978/79 to 74.8% in 1987/88.

NOTES/POTENTIAL IMPLICATIONS

Table 1.6
Comparison of the Number of Grade NineStudents (by Year) with the Number of Grade Twelve Students Three Years Later

"A" Grade 9 Enrollment As Of September 30th		"B" Grade 12 Enrollment Three Years Later		Percent
School Year	Enrollment	School Year	Enrollment	B/A
(1970)	32,783	(1973)	29,676	90.5
(1971)	33,863	(1974)	29,438	86.9
(1972)	34,483	(1975)	30,920	89.7
(1973)	35,504	(1976)	31,504	88.7
(1974)	36,184	(1977)	31,681	87.6
(1975)	36,532	(1978)	32,124	87.9
(1976)	37,093	(1979)	32,267	87.0
(1977)	37,620	(1980)	32,725	87.0
(1978)	37,471	(1981)	33,558	89.6
(1979)	34,516	(1982)	32,964	95.5
(1980)	33,172	(1983)	34,163	103.0
(1981)	33,001	(1984)	35,618	107.9
(1982)	33,120	(1985)	35,401	106.8
(1983)	33,332	(1986)	36,489	109.5
(1984)	33,423	(1987)	37,646	112.6

Figure 1.6
Percentage of Grade Twelve Students over the Age of 17



Sources: Alberta Education

HIGHLIGHTS

- Growing demand for Instruction in French Immersion and French Second Language Programs.
- Growing demand for English as a Second Language (ESL) Programs.
- Increase in enrollments in academic and vocational courses among senior high school students.
- Enhancement of equitable access to educational programs and courses by students residing in rural communities and remote areas in the province.

2.1 French Language

TRENDS

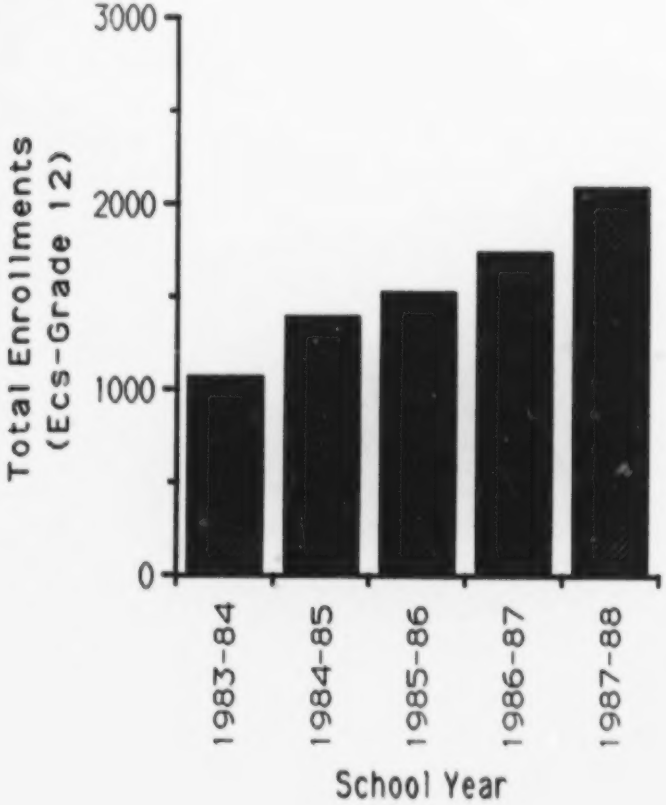
There is a growing demand for French Immersion and French Second Language programs in Alberta's schools.
Since 1969, there has been an increasing demand for instruction in French Immersion and French minority and second language programs in Alberta's schools. For example, French Immersion enrollment has grown at an average of 12.5% per year since 1977. In 1987/88, there were 24,095 students enrolled in French Immersion programs from ECS to Grade 12. More than 15,000 of these students were in elementary schools. This is up from 7,601 students in 1977/78, an increase of 217% in ten years.

There have also been modest enrollment increases in French minority and French Second Language programs.
Current enrollment data shows that the number of French minority students increased from 1,056 in 1983/84 to 2,091 in 1987/88. More than half of these students are in elementary schools. Another 146,625 students are studying French as a second language in 1987/88, up from 107,000 in 1983/84.

Rising interest in and increased enrollments in French language programs, especially French Immersion, reflect a general bilingual education trend across the country. Immersion programs continue to increase at a rapid pace in Canadian schools.
In 1987, there were more than 200,000 Canadian students in immersion classes, up from 38,000 in 1977, an increase of 426% in ten years. It is expected the demand for more French and/or second language programs in Alberta's schools will continue. As of May 1989, the University of Alberta will not admit students to its Faculty of Arts with a matriculation deficiency in a second language.

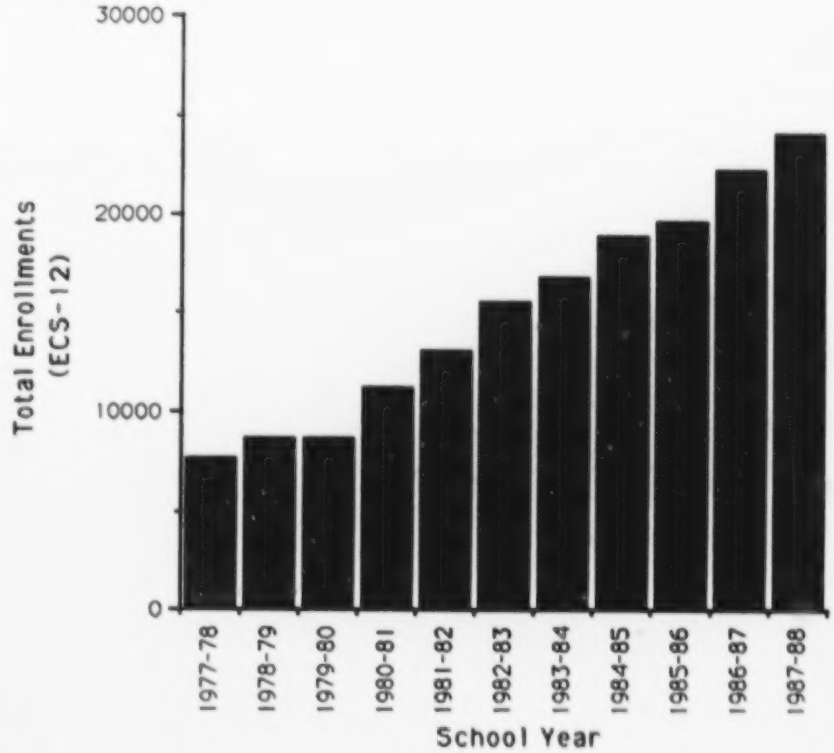
NOTES/POTENTIAL IMPLICATIONS

Figure 2.1a
Enrollments in French Minority and Second Language Programs



Source: Alberta Education

Figure 2.1b
Enrollments in French Immersion Language Program



Source: Alberta Education

2.2 English as a Second Language (ESL) Programs

TRENDS

The growing number of immigrant children in Alberta's urban public schools has contributed to the continuing demand for English as a Second Language programs.

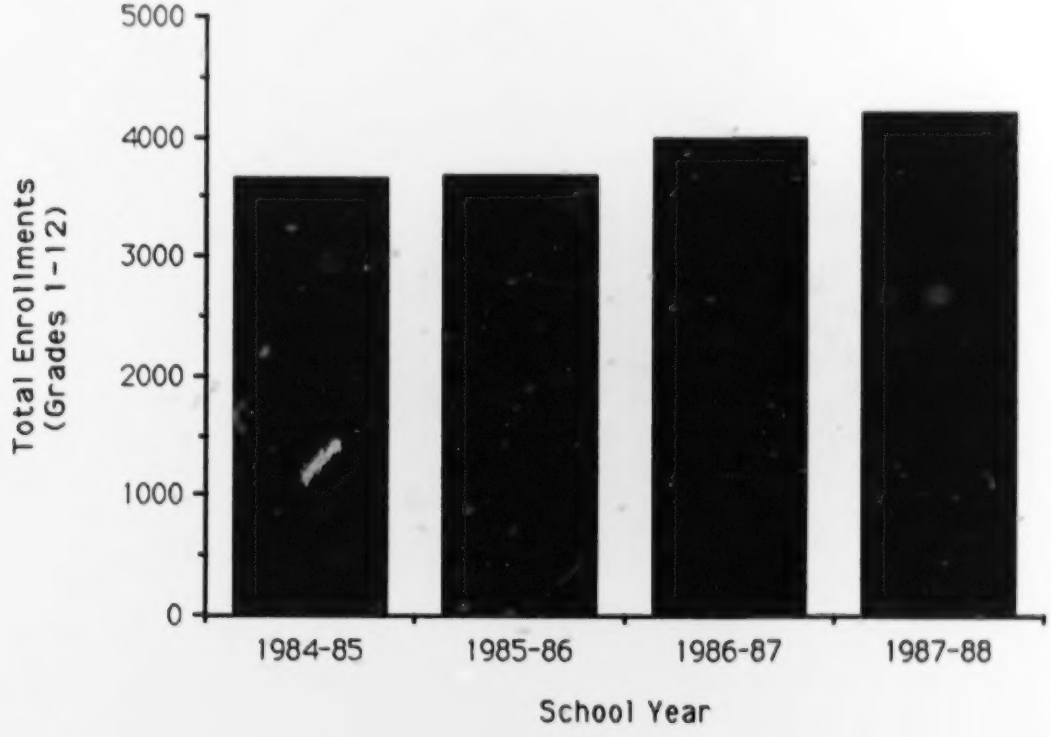
Between 1984/85 and 1987/88, enrollment in ESL programs rose from 3,657 to 4,210, an increase of 15%. More than half of these students were in elementary schools.

As international immigration rises moderately, the demand for more ESL programs will likely continue.

In May 1988, the federal government has changed the immigration policy to allow brothers, sisters, aunts, and uncles to join family members already living in Canada, a move that would influence the increased flow of new immigrants to Alberta. Recently, the Calgary Separate School Board has identified students from approximately 40 countries in its school system.

NOTES/POTENTIAL IMPLICATIONS

Figure 2.2
Enrollments In English As a Second Language (ESL) Programs



Source: Alberta Education

2.3 Academic/Vocational Programs

TRENDS

More senior high students enroll in Academic courses than in Vocational courses.

Enrollment in academic courses in Alberta's public/separate senior high schools has risen steadily since the early 1970s, although at fluctuating levels. Enrollment in academic courses rose from 602,313 in 1970/71 to 733,591 in 1978/79. By 1981/82 enrollment had declined to 703,961. Since then, enrollment in academic courses have fluctuated slightly and in 1986/87, it reached a peak of 750,452, an increase of 24.6% since 1970/71. The number of academic courses offered at the senior high level has also increased. Between 1974/75 and 1985/86, the number of courses offered increased by 75, from 139 to 213. In 1986/87, the number of academic courses fell slightly to 207.

Although enrollment in vocational courses has also increased, it has remained below the enrollment of academic courses. More vocational courses are offered in Alberta high schools than academic courses.

Enrollment in vocational courses rose from 53,607 in 1970/71 to 98,120 in 1975/76, then declined to 59,000 in 1976/77. Enrollments then rose steadily to 79,403 in 1985/86, but fell to 68,138 in 1986/87. Enrollments in vocational courses in 1986/87 represented 8.3% of all course enrollments as compared to 8.2% in 1970/71. The number of vocational courses offered rose from 122 in 1970/71 to 216 in 1975/76, but declined to 213 in 1976/77. In 1986/87, the number of vocational courses rose slightly to 217.

NOTES/POTENTIAL IMPLICATIONS

Figure 2.3a
Academic and
Vocational Enrollment

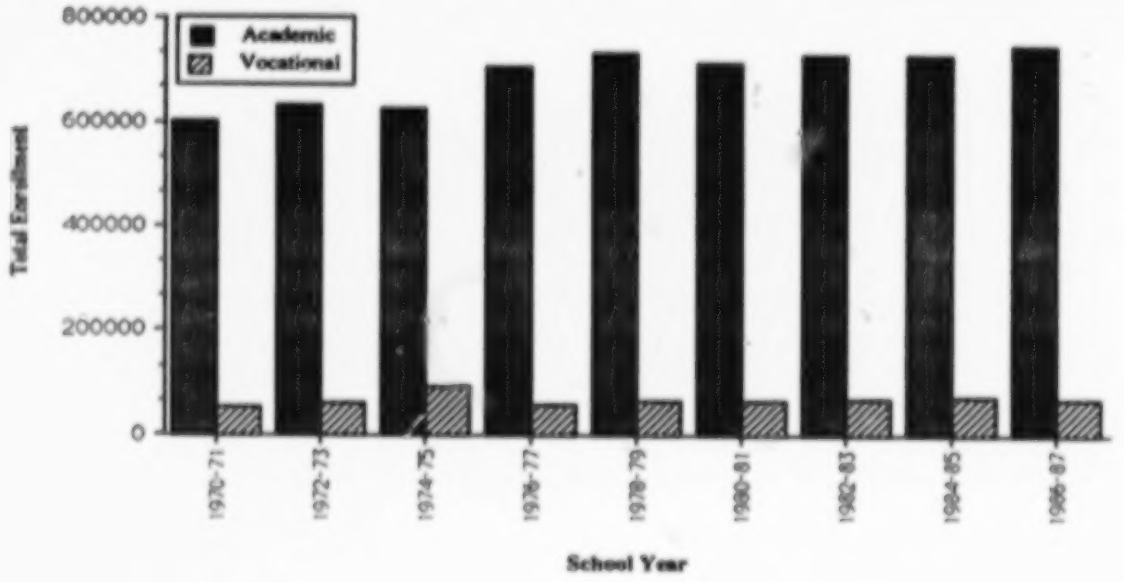
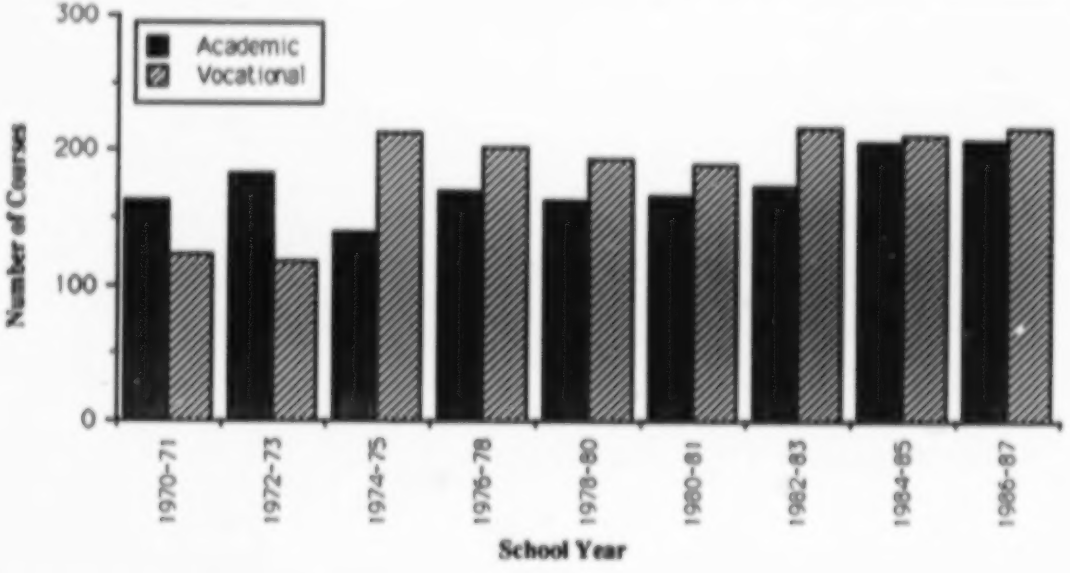


Figure 2.3b
Number of Academic
and Vocational Courses



Sources: Alberta Education

2.4 Distance Education

TRENDS

Current distance education pilot projects deliver educational courses to students who could not otherwise have access to them, except at prohibitive cost. This approach has significant potential for ensuring that rural students have equitable access to programs suitable to their educational and career interests and needs.

In October 1988, the Minister of Education announced a $5.4 million grant for equity in education that will enable students in all locations, especially in rural communities and remote areas in the province to have access to a comparable range of high quality education courses through distance education. This will enable students in rural areas to take many of the same courses available to students in urban centers. As of Fall 1988, there have been two distance learning projects in place. The first began in September 1987, in Southern Alberta, and is known as the Distance Learning in Small Schools Project. The second project began in the Fall of 1988, and is known as the Distance Learning Project North.

The first Distance Learning project has been so successful that the number of participating schools and students has more than doubled, a total of 28 schools and with students over 1,000. In 1987, 106 courses were offered, as compared to only 32 courses which would have been offered without the project.

NOTES/POTENTIAL IMPLICATIONS

Table 2.4
Distance Education: Participating School Jurisdictions and Schools

County of Forty Mile No. 8
.. Manyberries School (1987)
.. Foremost School (1988)
.. Senator Gershaw School (1988)
County of Newell No. 4
.. Rosemary School (1987)
.. Tilley School (1987)
.. Bassano School (1988)
.. Duchess School (1988)
County of Stettler No. 6
.. Endiang School (1987)
County of Vulcan No. 2
.. Lomond School (1987)
County of Wheatland No. 16
.. Cluny Bow Valley School (1987)
.. Hussar School (1987)
.. Standard School (1988)
Berry Creek School Division No. 1
.. New Cessford School (1987)
Neutral Hills School Division No. 16
.. Altario School (1987)
.. Consort School (1988)
Starland School Division No. 9
.. Delia School (1987)
.. Morrin School (1987)
Three Hills School Division No. 60
.. Carbon School (1987)
.. Acme School (1988)
County of Paintearth No. 18
.. Gus Wetter School (1988)
.. Coronation School (1988)
County of Warner No. 5
.. Warner School (1988)
Cypress School Division No. 4
.. Irvine School (1989)
Taber School Division No. 6
.. Chamberlain School (1988)
County of Lethbridge No. 26
.. Noble Central School (1988)
.. Coalhurst High School (1988)
Stirling School District No. 647
.. Stirling School (1988)
Rangeland School Division No. 9
.. Youngstown School (1987)

HIGHLIGHTS

- Decline in early school leaver rate.
- Increase in high school completion rate.
- More students receiving Advanced With Excellence Diplomas and High School Equivalency Diplomas than General and Advanced Diplomas.

3.1 Early School Leaver Rate

TRENDS

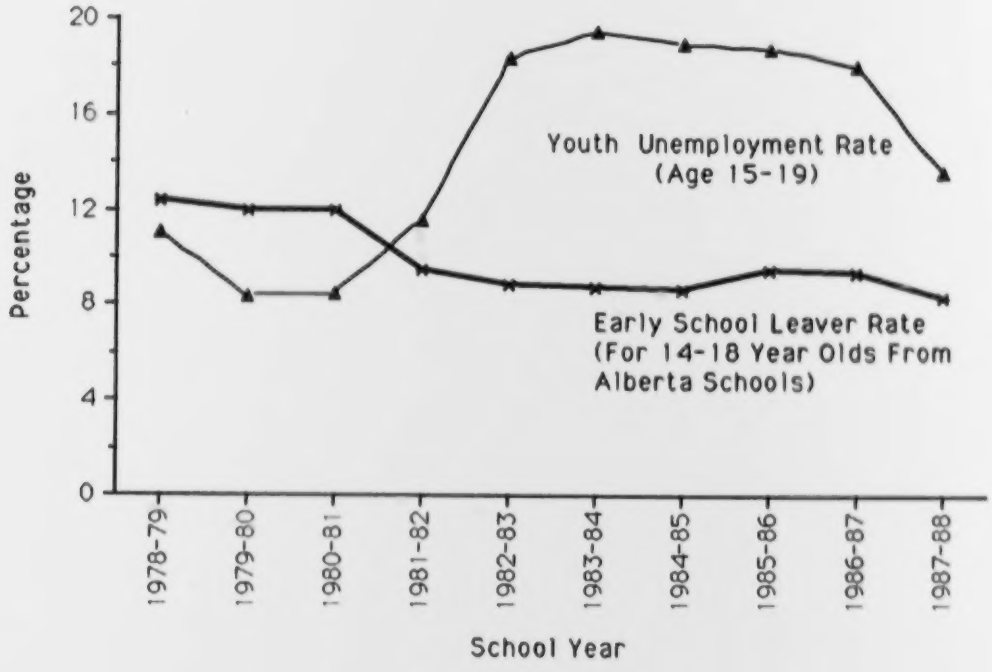
The estimated annual early school leaver rate in Alberta has declined in recent years.
Between 1978/79 and 1986/87, the early school leaver rate in Alberta's public/separate/private schools declined from 12.4% or 17,388 students, to 9.4% or 12,731 students. The lowest early school leaver rate recorded was 8.7% in 1984/85.

The slowdown in Alberta's economy in 1981 and 1982 may have contributed to the reduction in early school leaver rate.
The slowdown in Alberta's economy has reduced employment opportunities for young people, and influenced some students to stay in school. Unemployment among 15-19 year old Albertans has risen from 10.4% in January 1977, to 17.3% in January 1988. The decline in early school leaver rates is roughly parallel to the rise in youth unemployment rates.

Definition: Early secondary school leavers in Alberta are defined as: 14-18 year old students, registered September 30th, not in school the following September 30th. These students did not receive diploma and did not complete other school programs.

NOTES/POTENTIAL IMPLICATIONS

Figure 3.1
Early Secondary School Leaver* Rate and Youth Unemployment Rate



Note: * Alberta Secondary School Age (14-18) Students

Sources: Alberta Education; Statistics Canada

3.2 Diploma Achievement

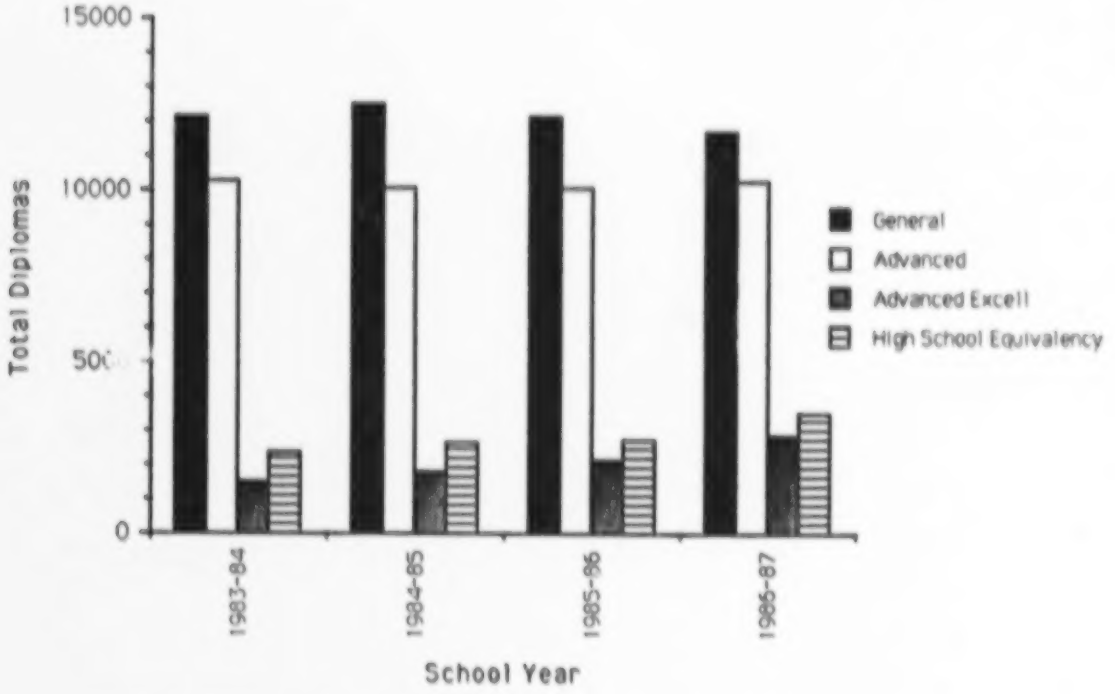
TRENDS

More students are completing their education and leaving school with high school diplomas. However, at present, there is a trend away from the General and Advanced diplomas to more Advanced with Excellence Diplomas for entry into the post-secondary institutions.
The number of students receiving diplomas increased 9% from 22,659 in 1978, to 24,651 in 1987. This rise in the number of graduating students has occurred even though the secondary school age population (15-19 years) to which most diplomas are awarded, decreased from 210,800 to 182,200 or minus 14%, during the same period. There are two factors contributing to this trend. **First, there is a greater proportion of the traditional secondary school age students receiving diplomas.** The estimated percentage of 19 year olds who hold diplomas increased from 47% in 1978, to 58% in 1987. **Secondly, there are more older students receiving diplomas in the regular public school systems as well as in private schools, vocational colleges, post-secondary institutions, and by correspondence.** Of all the diplomas awarded annually, the proportion going to students 19 years and older has increased from 4% in 1978, to 17% in 1987.

Since 1983, when the practice of awarding different types of diplomas was introduced, there has been a shift in the proportion of each type of diploma awarded. Of all the diplomas awarded to students each year, the proportion of General diplomas declined from 46% in 1983 to 41% in 1986. The proportion of Advanced Diplomas declined from 39% in 1983, to 36% in 1986. The proportion of Advanced With Excellence increased from 6% to 11%. As well, the proportion of High School Equivalency Diplomas increased from 9% to 12% during the same period.

NOTES/POTENTIAL IMPLICATIONS

Figure 3.2
Distribution of Types of Diplomas Awarded



Note: Includes diplomas awarded to students who have upgraded their previous or original diplomas.

Source: Alberta Education

HIGHLIGHTS

- More teachers in the labour force than the number of teaching positions available.
- Aging teacher population.
- Increase in teacher salary.
- Decline in pupil/teacher ratio and average class size.

4.1 Teacher Supply and Demand

TRENDS

The total number and full-time equivalent (FTE) teachers have increased in Alberta since 1970, and the increase is expected to continue in the next four years. There will be more teachers in the labour force than the number of teaching positions available. However, teacher shortages may occur in areas such as French, Mathematics, and Special Language. The number of total teachers increased steadily from 22,054 in 1970/71 to 27,760 teachers in 1986/87. This is an increase of 26% over the 16 year period, or an average of almost 2% a year. The number of full-time equivalent teachers (FTE) also increased, from 22,536 in 1973/76 to 26,111 in 1986/87. This is an increase of 16% in 13 years, or an average of slightly more than 1% a year.

The total demand for additional teachers is expected to increase from 1988 to 1992. This will result in a net additional demand for 14,413 teachers, or about 3,600 full time equivalent teachers per year. Approximately 90% of the demand for teachers would be the result of teacher turnover, that is, retirements and other departures from the teacher workforce. Thirteen thousand teachers, or an average of 3,250 FTE teachers per year (12% of the teacher labour force) will probably be required for this replacement demand over the next four years.

It is expected that during the period from 1988 to 1992, there will be more teachers in the labour force than the number of teaching positions available. If there is no mass exodus of Alberta teachers to other areas, an estimated 16,962 additional teachers, or about 4,240 teachers per year are expected to be available for employment. The majority of these teachers will be graduates from Alberta's universities (47% or about 2,000 teachers per year).The next largest group would be teachers from outside the province (27% or 1,150 teachers per year); followed by former teachers re-entering the teaching profession (26% or about 1,091 teachers a year).

Female teachers constitute over half of all teachers in Alberta.
In 1986/87, women constituted 59% of all teachers in the public/separate schools. Since 1970/71, the percentage of female teachers has remained fairly stable, fluctuating within the 55 to 60 percentage range. Currently, 78% of all elementary school teachers are female, only 22% are male.

NOTES/POTENTIAL IMPLICATIONS

Figure 4.1a Total Teachers by Gender

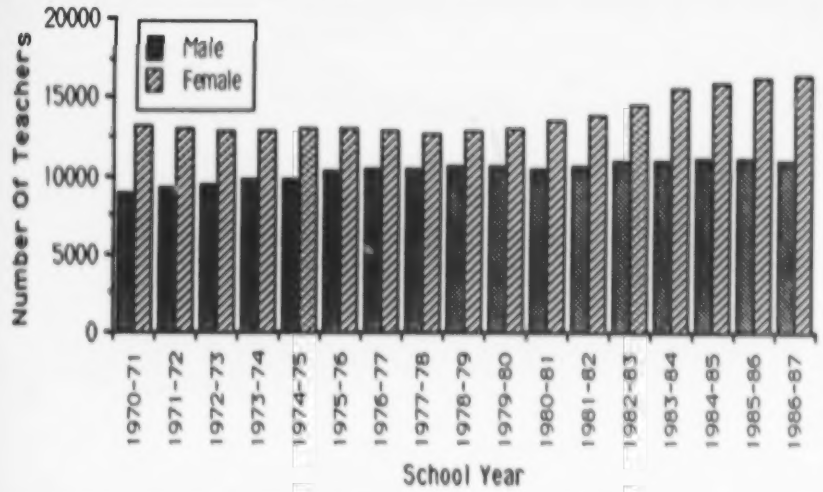
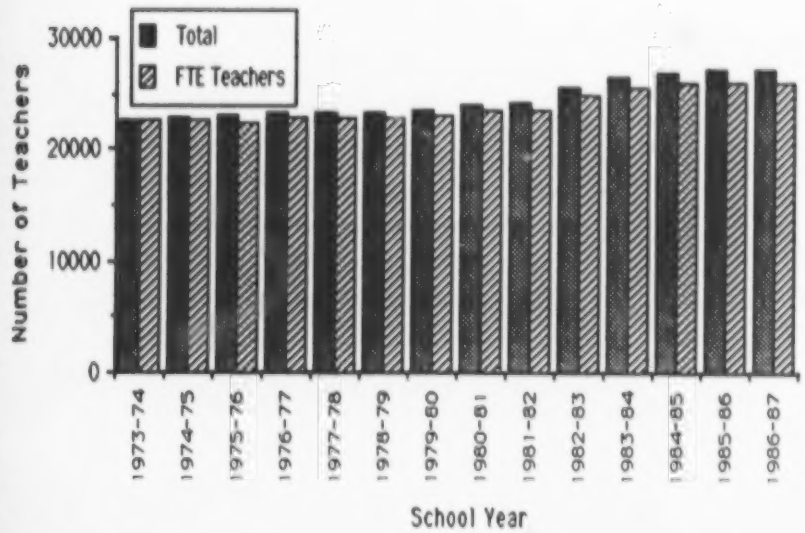
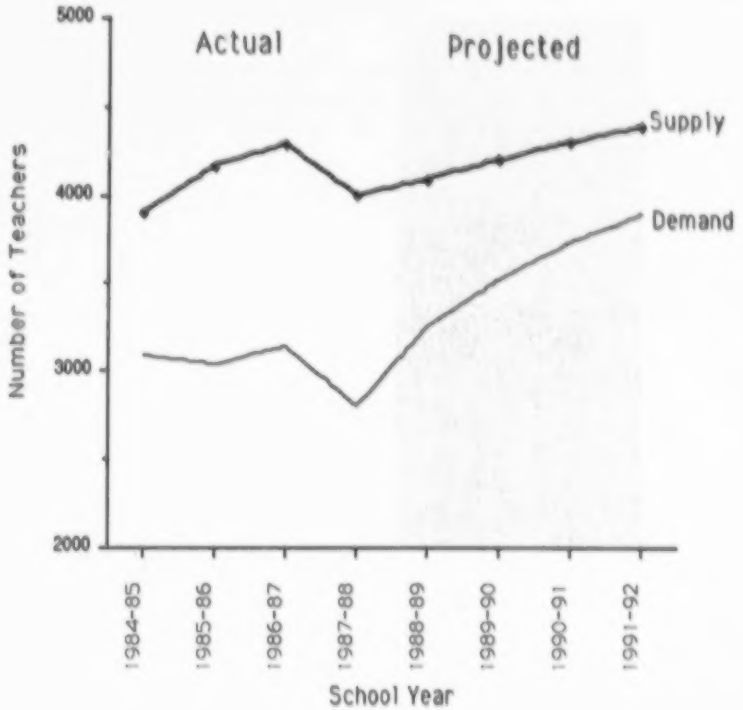


Figure 4.1b Total and FTE Teachers



Sources: Alberta Education

Figure 4.1c
Actual and Projected
FTE Teacher Supply
and Demand



Source: Alberta Education

4.2 Teacher Age, Experience and Salaries

TRENDS

The teaching profession in Alberta is aging.

The average age of an Alberta teacher in 1986/87 was 38.6. This is up from 36.1 in 1975/76. Forty-four percent of teachers are 31 to 40 years old, compared with 29% in 1975/76. Teachers 20 to 30 years of age declined from 40% in 1975/76 to 20% in 1987/88. Teachers 41 to 50 years old rose from 16% to 29% during the same period. The average number of years of experience of Alberta teachers today is 12.8. This is up from 9.9 years in 1975/76 and is a reflection of the aging teacher population.

The average annual salary (excluding employee benefits) of a certificated teacher in Alberta is increasing.

The average annual salary (excluding employee benefits) of a certificated teacher in Alberta in 1987/88 was $38,264. This is an increase of 285% from 1971 when the average annual salary was $9,932. Salaries in constant 1987 dollars rose by 22% in the same period. Between 1971 and 1982, the average annual increase of teacher salaries in current dollars ranged from 7.2% in 1978 to 16.6% in 1982. In the last five years, because of budget restraints, there has been a decrease in the growth of teacher salaries. The average teacher salary increased by 3.6% in 1986, and by 2.6% in 1987/88.

NOTES/POTENTIAL IMPLICATIONS

Figure 4.2a Average Age of Teachers

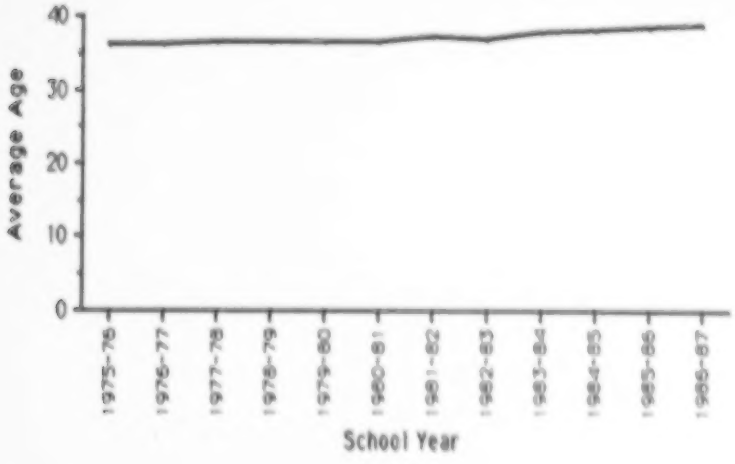
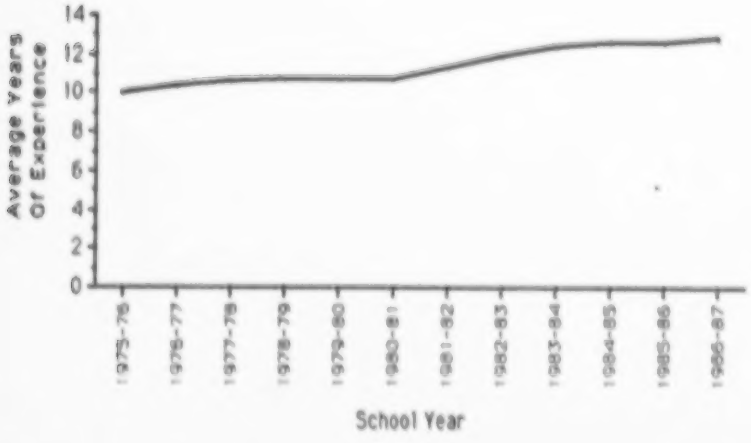


Figure 4.2b Average Years of Teaching Experience



Sources: Alberta Education

Table 4.2 Average Teacher Salaries*

Calendar Year	Average Salary Current Dollars ($) **	Average Current Dollars Salary Annual % Increase	Average Constant (1987) Dollars
1971	9,932	—	31,424
1972	10,938	10.1	33,112
1973	11,950	9.2	33,723
1974	13,443	12.5	34,434
1975	15,378	14.4	35,438
1976	17,298	12.5	38,865
1977	19,185	10.9	37,580
1978	20,572	7.3	37,130
1979	22,391	8.8	37,049
1980	24,253	8.3	36,379
1981	27,365	12.8	36,317
1982	31,921	16.6	38,305
1983	33,765	5.7	38,572
1984	34,416	1.9	38,265
1985	35,954	4.4	38,652
1986	37,276	3.6	38,760
School Year			
1987/88	38,264	2.6	38,264

NOTE: * Excludes Employee Benefits and Administration or other allowances
** Midpoint of ATA and ASTA Teacher Salaries, except for the periods 1971-74 and 1987/88

Sources: 1. Alberta Education
2. Alberta School Trustees' Association (A.S.T.A.)
3. Alberta Teachers Association (A.T.A.)

4.3 Pupil /Teacher Ratio and Average Class Size

TRENDS

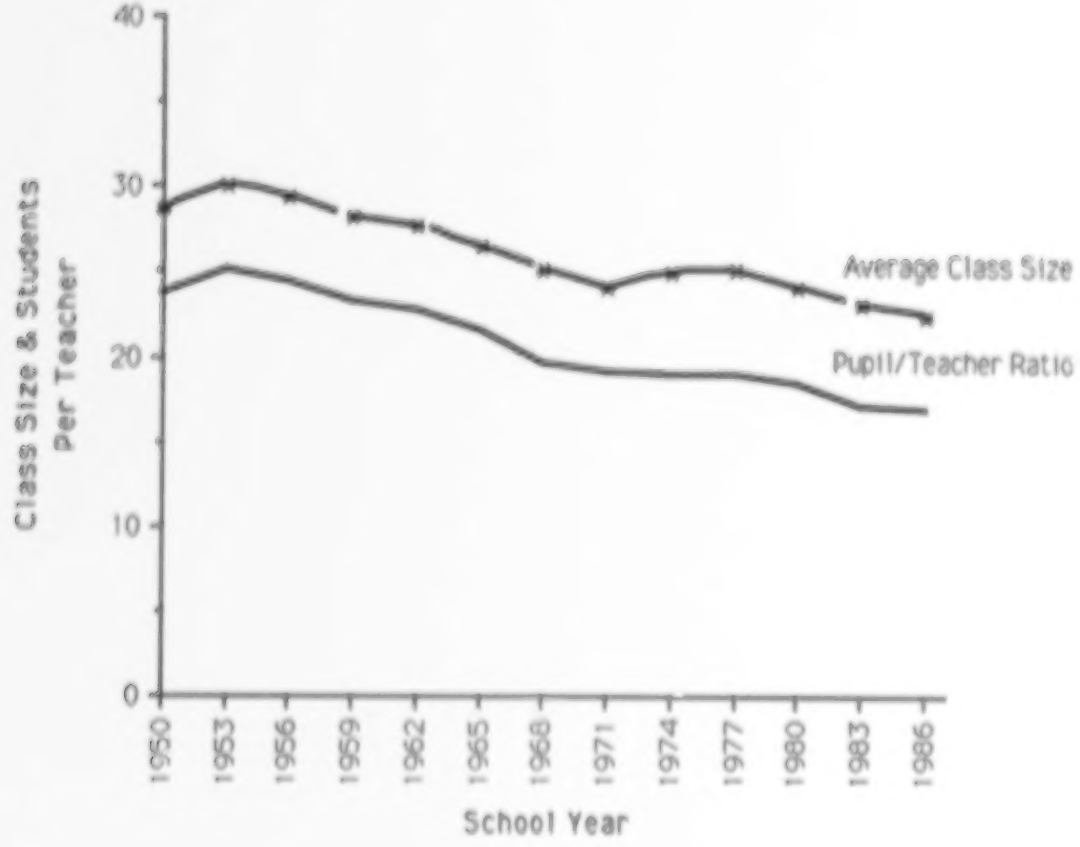
The pupil/teacher ratio (PTR) and the average class size have steadily declined from 1950/51 to 1986/87.

In 1950/51, there was an average of one certificated staff member for every 23.7 students in Alberta's public/separate school systems. By 1986/87 this average had declined to 16.8, a decrease of 41% over the 36 year period. Average class size has also declined from about 30 students in 1950/51 to approximately 22 students in 1986/87. An analysis conducted by Alberta Education showed that average class size was in general, approximately six to seven students above the PTR. It declined proportionately as the PTR declined.

Definition: Pupil/teacher ratio (PTR) is the proportion of total students to school certificated staff, including all teachers, counsellors, administrators and other non-instructional staff.

NOTES/POTENTIAL IMPLICATIONS

Figure 4.3
Pupil/Teacher Ratio and Average Class Size



Source: Alberta Education

HIGHLIGHT

- Increase in educational expenditures.

5.1 Cost of Education

TRENDS

Educational expenditures in the province continue to increase.

The following are some trends in the increasing cost of education in Alberta:

- Between the 1978/79 and 1987/88 fiscal years, the province's expenditure for education increased from 12.2% to 15.9% of total provincial expenditures.
- During the same period, the total provincial funding in current dollars of elementary and secondary education increased from $668.2 million to $1,371.6 million.
- Basic per pupil grants in current dollars to public and separate schools increased from: $1,049 in 1978 to $1,794 in 1987/88 for each elementary student; $1,100 to $1,930 for each junior high student; $1,260 to $2,082 for each senior high student; and from $525 to $1,046 for each child registered in an Early Childhood program.
- Between 1972 and 1987, total school board operating expenditures in current dollars rose consistently from $401 million to $2,028 million, an average increase of 11.4% per year.
- During the same period, the total school board expenditure per student increased from $950 to $4,640, an average annual increase of 11%. Much of the growth though was due to inflation because real expenditures in constant 1987 dollars increased by 61%, or 1.25% a year.

NOTES/POTENTIAL IMPLICATIONS

Figure 5.1a
School Jurisdiction Expenditures

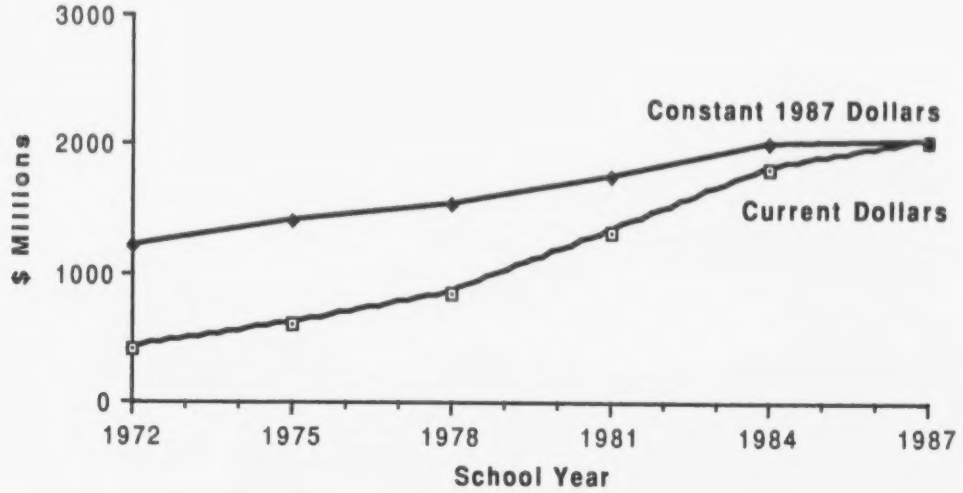
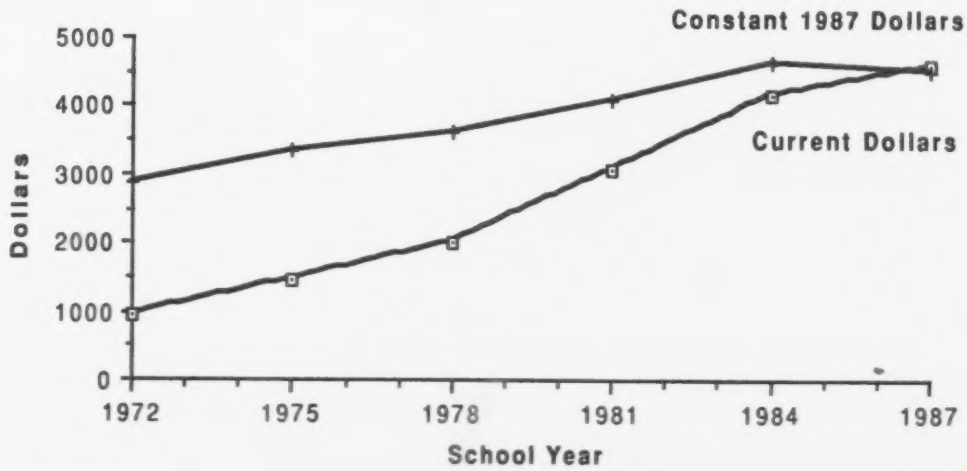


Figure 5.1b
Per Pupil Expenditure



Sources: Alberta Education

5.2 Provincial and Local Funding of Basic Education

TRENDS

Since 1961, the province's revenue share has risen considerably above the local revenue share to become the major source of funding for basic education in Alberta.

During the 1950s, the principal source of public education funding was local revenues, derived largely from property taxes. Between 1950 and 1960, municipal and other local government sources provided, on the average, 61% of the funds for public schools. The provincial government, or non-property taxes, provided the additional 39%. When the School Foundation Program Fund (SFPF) was introduced in 1961, the government levied a uniform province-wide property tax to replace most of the local property taxes, increasing its revenue share to 92%. But by 1975, the government's share had fallen to 79%, while the local share increased from 8% to 21%. In 1974/75, residential property and farmland were removed from the SFPF uniform provincial levy. This significantly reduced the amount raised by provincial property taxes. Provincial general revenues were used to replace these lost property taxes.

In 1986, the province provided 64% of school boards' revenue, down from 79% in 1975. However, provincial funding has risen substantially each year in absolute dollars and, since 1975, has exceeded inflation on a cumulative basis. On the other hand, the revenue share from municipal and other local government sources has increased from 21% in 1975 to 36% in 1986. The increased expenditures of local school boards which on a percentage basis, exceed the annual revenue increases of the provincial share have been financed through increases in local property taxes.

NOTES/POTENTIAL IMPLICATIONS

Figure 5.2a
Combined Local and
Provincial Revenue Share (%)

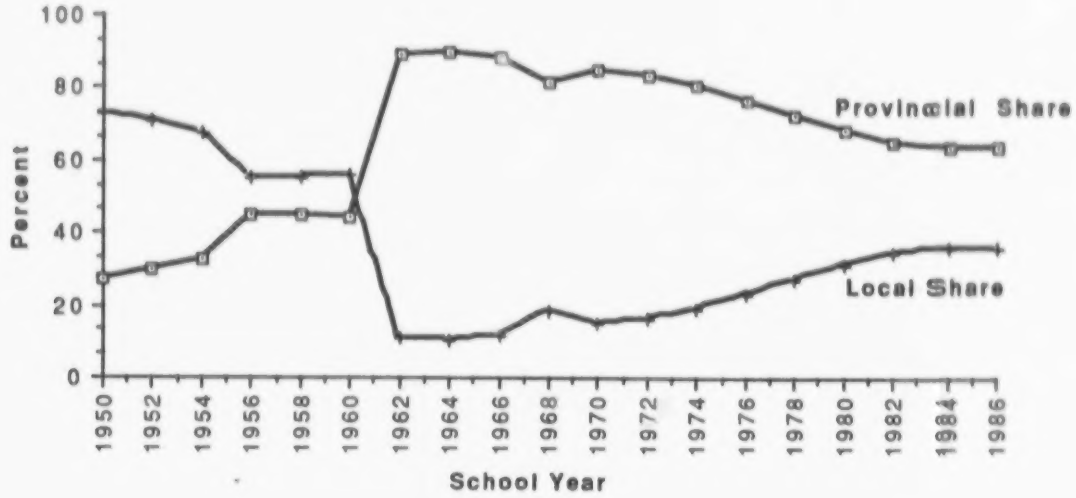
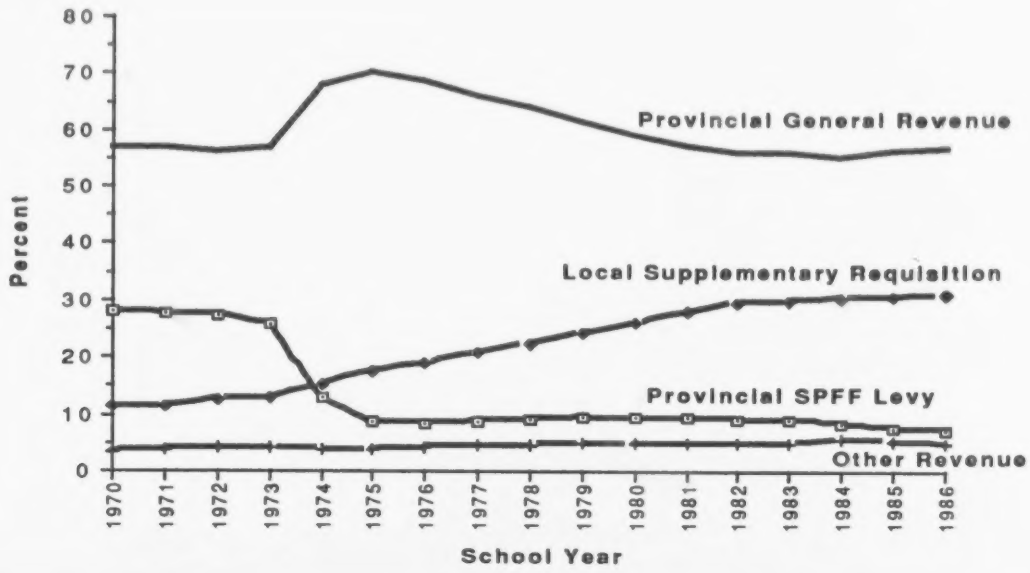


Figure 5.2b
Provincial - Local
Revenue Share (%)



Sources: Alberta Education

6.1 School Act Changes

TRENDS

The new School Act was given Royal Assent on July 6, 1988.
Substantial revisions were made to Bill 59 which had been allowed to die on the order paper. Bill 27 was introduced on May 5, 1988, received second reading on June 13, 1988, and third reading and Royal Assent on July 6, 1988. The New Act was proclaimed in December 31, 1988.
The following are some of the changes and issues of the new School Act:

- Development of the regulations to accompany the School Act were initiated during the preparation of the Act and continued following Royal Assent.
- A number of functions which were regulatory in the previous School Act are now simply prescribed by the Minister, such as the forms to be submitted by boards.
- The Practice Review of Teachers Regulation remains unchanged and will not be distributed.
- The ward system, which is applicable to the boards in Calgary and Edmonton, has been outlined in a principles paper with the expectation that the boards will establish their own system of wards, which would remove the need for a regulation.
- Guidelines and procedures are being prepared for the Special Needs Tribunal, the Attendance Boards, and Reviews by the Minister.
- An annotated School Act will be prepared and made available to interested parties.
- School Act Bulletins explaining sections of the Act and reasons will be circulated.
- Inservice on theSchool Act and Regulations will continue to be provided to Alberta Education staff and to stakeholder groups.
- A manual titled "Policies, Regulations and Procedures" will be completed. It will be a user friendly document containing legislation, regulations, policies, procedures and references relating to education.

NOTES/POTENTIAL IMPLICATIONS

6.2 Management and Finance Plan (MFP)

TRENDS

The Management and Finance Plan, which was iinitiated in 1984, is a comprehensive five-year strategy intended to improvee the effectiveness and efficiency of the management of education in Alberta.. The aim of the plan is to improve Alberta's educational management systemm so that the education required by students can be clearly articulated, effecctively delivered, and continuously enhanced. New goals, directions and higlh standards in the management of education have been set since the plan was iintroduced in January, 1984. Of the one-hundred and three MFP related projeccts, about seventy-one percent have been completed. The department will bee entering the "final" phase of implementation, September 1989 - Septemberr 1991. The followiee are some of the examples of achievements in Phase Fcour:

- Publication and distribution of Alberta Education'ss Core Values, and Mission, Goals and Sub-goals;
- Development of a departmental Four Year Plan, "Directions to 1990";
- Division and Branch Three Year Plans completed orr under development;
- Improved coordination/integration of the planning and budgeting processes;
- Completion of the change in the school fiscal year to a program-based year (September to August) to improve planning and budgeting;
- Video, instructional materials developed with the ASTA for inservice on an improved and consistent approach to the management of education;
- Human Resource Management Plan approved and being implemented;
- Integration of the Program Policy Manual with legislation and regulations is underway;
- Progress on the development of an internal Alberta Education Policy Manual;
- School System Evaluation Manual is under development;
- Draft Organizational Performance Standards and Targets;
- Seven pilot projects with school jurisdictions to develop local educational quality indicators.

NOTES/POTENTIAL IMPLICATIONS

6.3 Secondary Education Policy Implementation

TRENDS

Released in June 1985 by the Premier and the Minister of Education, the Secondary Education in Alberta policy statement was a commitment to improving secondary school programs, classroom instruction, and student learning. The policy described the context for educational change, the new directions to be pursued, and the changes to be effected in junior and senior high school programs.

The following tables specify the provincial implementation dates for the new courses in junior and senior high school programs.

NOTES/POTENTIAL IMPLICATIONS

Table 6.3a
Implementation Schedule:
Junior High School Programs

	COURSE	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95
CORE	HEALTH AND PERSONAL LIFE SKILLS	7-9							
	SOCIAL STUDIES			7-9	F				
	MATHEMATICS		7-9	F-9					
	SCIENCE				7	8-9			
	LANGUAGE ARTS	7-9		F	U				
	PHYSICAL EDUCATION		7-9						
COMPLEMENTARY	DRAMA			7-9					
	ART								7-9
	MUSIC		7-9						
	BUSINESS EDUCATION					9			
	INDUSTRIAL EDUCATION						7	8-9	
	COMPUTER LITERACY				7-9				
	HOME ECONOMICS		7-9						
	ETHICS			8					
	AGRICULTURE			7-9					
	OUTDOOR/ ENVIRONMENTAL STUDIES					7-9			
	SECOND LANGUAGES		G	C	B F 7	F 8	F 9		
I.O.P.	ACADEMIC AND OCCUPATIONAL COURSES			8-9					

F = FRENCH G = GERMAN C = CREE B = BLACKFOOT

U - UKRAINIAN

Note: Courses may be available prior to the provincial implementation dates scheduled above.

Source: Curriculum Design, Alberta Education

Table 6.3b
Implementation Schedule:
Senior High School Programs

	PROGRAM	88-89	89-90	90-91	91-92	92-93	93-94	94-95
CORE	CAREER AND LIFE MANAGEMENT		20					
	SOCIAL STUDIES	10/13	20/23	30/33				
	MATHEMATICS		10/13/14	20/23/24	30/33			31
	SCIENCE							
	Science		14/24		10	20	30	
	Biology					20	30	
	Chemistry					20	30	
	Physics					20	30	
	ENGLISH				10/13	20/23	30/33	
	PHYSICAL EDUCATION	10	20/30					
COMP.	DRAMA		10	20*	30*			
	SECOND LANGUAGES①							
IOP	ACADEMIC AND OCCUPATIONAL COURSES			16	26	36		
	ANTICIPATED IMPLEMENTATION DATES							
COMPLEMENTARY	MUSIC – Choral				10*	20*	30*	
	– Instrumental				10*	20*	30*	
	– General					13*	23*	33*
	PRACTICAL ARTS②③ (Industrial Education – General; Industrial Education – Career; Home Economics; Business Education)					10/12	10/12	20/22
							20/22	30/32
	SOCIAL SCIENCES						20	30

* Available for implementation prior to provincial timelines at discretion of school boards.

Note: In view of recent curriculum changes, Health and personal Development 10 and Occupations 10 are being assessed and may be discontinued in 1989-90 or 1990-91.

1. Information regarding the development of French, German, Italian, Latin, Spanish, Ukrainian, Blackfoot and Cree is available from the Language Services Branch (427-2940).
2. Implementation of all categories of practical arts programs will commerce in the years indicated.
3. Agriculture, forestry, horticulture and principles of technology are being considered as part of the practical arts review.

Source: Curriculum Design, Alberta Education

TRENDS

The following are results of public opinion surveys of Albertans on some issues in education. The sources for these surveys are 1984 Gallup Poll, 1986 Reid Report Poll, and 1988 Gallup Poll.

1984 Gallup Poll

- Two-thirds of adult Albertans would recommend a public school to an enquiring parent, given that funding was equal for all types. Fifteen percent would recommend a separate school, thirteen percent would recommend a private school, and 8% could not decide.
- Most Albertans (61%) were satisfied with the job being done by the public schools in their neighbourhood; while 25% were dissatisfied. Satisfaction was greater among those who currently had children in school (76%).
- About one-quarter felt that increased spending would result in a better education for children, while another one-quarter thought it might. The largest group (44%) felt it would do no good.
- In ratio of over two-to-one, more approved than disapproved user fees or textbooks, lab, fees extra-curricular activities, and for vocational training material.
- Most felt the re-introduction of grade 12 compulsory examinations would result in a better assessment of student achievement (73%), and in students making a greater effort to succeed (74%).
- Most Alberta adults felt all five statements on the purposes of education were of importance. Most rated the statement "associating acquired knowledge with the work world" very important (67%); followed by the statement concerning "ethical and spiritual values" (60%); and " the ability to get along with people of varying back grounds" (56%). Just under half felt the statement regarding "understanding and responding to changing conditions"was very important (49%); while only 20% felt an "appreciation of tradition" was very important.

NOTES/POTENTIAL IMPLICATIONS

TRENDS

- Almost all (93%) felt that parents should have the right to choose the type of school their children attend.
- Two-thirds thought parents should not have the right to teach their children at home, if there was a public school available to them. Thirty-one percent would give this right; while 4 % could not say.
- While over two-thirds believed that physically handicapped children should be integrated into the elementary schools, only about one-third felt this was the best approach for the mentally handicapped.
- The subjects which would be included as core by over 80% for junior and over 70% for senior high schools were reading, spelling, writing-composition, grammar, computational skills, problem solving skills, and canadian history. Following fairly closely were personal fitness and preventative alcohol and drug education; plus geography for juniors only.
- Ninety-four percent felt, given the concern for youth employment, that career development services should be provided in schools.
- Over 92% approved allowing secondary school students receive part of their schooling through practical experience in the workplace.

1986 Gallup Poll

- Eighty-nine percent said schools should offer life-skill courses (e.g. cooking, computers) and impart moral values to students.
- While 42% of Albertans polled indicated that they believed the public schools did a good enough job of teaching children reading, writing and arithmetic, 51% did not feel a good job was being done.
- Forty percent of Albertans polled said they would recommend learning a trade or skill compared with 29% who would recommend that a young person should go the university. The remaining 37% were unsure.
- Albertans were significantly more impressed with the quality of

NOTES/POTENTIAL IMPLICATIONS

TRENDS

education than the national average. The national results showed that in 1986 only 42% felt education was better than 25 years ago, while almost an equal number (36 %) felt it was worse. Fifty-three percent of Albertans felt that education was better now than 25 years ago. Twenty-five percent felt it was the same, and 22% felt it was worse.

- Albertans had a higher opinion of the public school system than most Canadians. In 1986, only 34% of Albertans said they would send their children to private schools if it did not cost more.
- Fifty-nine percent of Albertans polled agreed that public schools did not discipline students enough, hurting the quality of education, and to 32% did not see it as a problem.
- Seventy-seven percent of Albertans said gaining a good education was now more important than ever before. Only 14% and 17% respectively, said a good education just as important today as it was before.
- Seventy-six percent of the survey participants believed that public schools should install a sense of morality in children while 17% disapproved.

1988 Gallup Poll

- Approximately one-third say Alberta Schools assist students in achieving educational standards fairly well, and approximately one-quarter think they perform well. In terms of importance of the purposes of education, Sixty-three percent feel that "to acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work" is very important.
- A majority of respondents believe that Alberta high schools are doing a good job of providing a balanced program. Approximately one-third believe Alberta high schools are doing only a fair or poor job in this respect.

NOTES/POTENTIAL IMPLICATIONS

TRENDS

- Forty-nine percent of respondents feel that they have enough information to confidently assess the quality of education in Alberta. Forty-one percent feel they do not have enough information, and 10% do not know.
- Sixty-one percent of those with enough information say they are satisfied with the quality of education in Alberta. One-third (33%) of these respondents are not satisfied.
- Two-thirds of respondents feel that Alberta Education's performance is very good (23%) or good (43%) in providing access to all students of a quality basic education.
- The majority of respondents (58%) consider the evaluation of Alberta students' achievements to be fair and equitable. Nearly one-in-four disagree (23%), and 19% do not know.
- Respondents are highly in favour of the reporting of overall student performance relative to established standards, at least at the provincial level and preferably at the local level as well.
- French and English language instruction is generally supported, though nearly three-in-ten disagree.
- Sports/athletics, extra-curricular and enrichment programs are perceived to be Alberta Schools' greatest strengths. Secondary strengths are special education programs and general quality of education.
- Safe and orderly environment (71%), regular measurement and reporting of a student's progress toward school goals (69%), rewards, praise and recognition given for student's performance (62%), high expectations and high achievement demanded of students by school administrators and teachers (55%) are reported as the characteristics of good schools.
- Sixty-six percent believe drugs and alcohol are the most important problems facing schools, followed by peer pressure (50%), lack of discipline (45%), and lack of respect for teachers/other students (45%).

NOTES/POTENTIAL IMPLICATIONS

Academic Year - September 1 to August 31.

Achievement Test - An examination that measures the extent to which a student has acquired certain information or mastered certain skills or subjects, usually as a result of specific instruction.

Advanced High School Diploma - High School diploma granted to students who successfully complete specified courses and earn a minimum of 100 credits. There are more core requirements and less opportunity to take complementary courses than General High School Diploma.

Advanced With Excellence - High School diploma granted to a student who qualifies for the Advanced High School Diploma and earns a final average of 80 percent or higher. The student may not have a mark less than 65 percent in any one of the four required diploma examination courses.

Alberta Education - The Ministry, or the Department of Education of the Government of Alberta.

Average - A number that is used to represent the "typical value" of a group of numbers. Statistically, it is regarded as a measure of "location" or "central tendency" of a group of numbers.

Calendar Year - January 1 to December 31.

Category 1 Private Schools - Offer courses of study that have been prescribed or approved by the Minister, and must employ only teachers who hold valid Alberta teaching certificates.

Category 2 Private Schools - Offer Educational and training services to students who are emotionally, mentally, or socially handicapped. These schools do not offer high school credits, and their programs must be acceptable to the Minister of Education.

Category 3 Private Schools - Offer courses in languages other than English and do not operate during regular school hours. Courses must either be approved or prescribed by the Minister. Only teachers with valid Alberta teaching certificates are employed. Course credits are offered by the school at the senior high level.

Category Four Private Schools - Offer courses that are approved or prescribed by the Minister of Education; but, unlike Category One schools, they are not required to employ teachers holding valid Alberta teaching certificates. They do not offer high school credits.

Cohort - A group of individuals that have a statistical factor in common, for example, year of birth.

Class Size - The membership of a class at a given date.

Constant (or Real) Dollars - Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow direct comparison across years. The constant dollar value for an item is derived by dividing the base year price index (e.g. the Consumer Price Index for 1987) by the price index for the year of data to be adjusted and multiplying by the item to be adjusted. The result is an adjusted dollar value as it would presumably exist if prices were the same as the base year, that is, as if the dollar had constant purchasing power. Any changes in the constant dollar amounts would reflect only changes in the real values.

Consumer Price Index (CPI) - A price index which measures the average change in the cost of a fixed market basket of goods and services purchased by consumers.

Current (or Nominal) Dollars - Reflect actual dollars spent or costs prevailing during the year(s) named. Such dollar amounts have not been adjusted to compensate for inflation.

Equity Grants - Introduced in Alberta in 1984 and planned to be phased in over five years. At full implementation, equity grants would bring all districts with below average fiscal capability up to 80 percent of the provincial average supplementary requisition per pupil.

Fertility Rates - Related to the number of live births to the number of women of child bearing age.

Fiscal Year - April 1 to March 31.

French Immersion Program - A program intended for English speaking students where French is used as the language of instruction.

French Minority Language Education Program - A program where French is used as the language of instruction. It is intended for students who qualify according to Section 23, of the Charter of Rights and Freedoms.

Full-Time Equivalent Teachers - Includes all Grades 1-12 certificated staff, not just classroom teachers; excludes ECS and private schools. Two half-time teachers is equal to one full-time equivalent.

General High School Diploma - High School diploma granted to students who successfully complete specified courses and earn a minimum of 100 credits. There is more choice in the level of difficulty of core courses, and there are few courses in Mathematics and Science. There is also more opportunity to take complementary courses.

High School Equivalency - High School Diploma granted to persons 18 years and over out of school for at least ten consecutive months, who successfully complete specified courses and earn a minimum of 100 credits.

Medium Population Growth Scenario - Based on Series 5 of the Alberta Bureau of Statistics (ABS) Population Projections. The medium growth reflects moderate net migration flows and natural increase.

Medium Enrollment Scenario - Based on medium population growth scenario as defined by ABS.

Natural Increase - A change in population size over a given period as a result of the difference between the number of births and deaths.

Private Schools - Schools operated and administered by individuals or groups.

Public Schools - Schools operated by local education authorities according to public school acts of the province.

Pupil-Teacher Ratio - The enrollment of pupils at a given period of time, divided by the full-time-equivalent number of certificated staff serving these pupils during the same period.

School Year - July 1st to June 30th.

Secondary Schools - Schools that offer academic courses in preparation for university. They also offer vocational courses that prepare students for an occupation or post-secondary education at a community college. The term "Secondary School" is synonymous with High School.

Separate Schools - Schools established which are of the Protestant or Roman Catholic faith.

Vocational Education - A program of studies designed to prepare students for employment in one or more semi-skilled, or technical occupations.